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READING BOOK
FIRST STANDARD

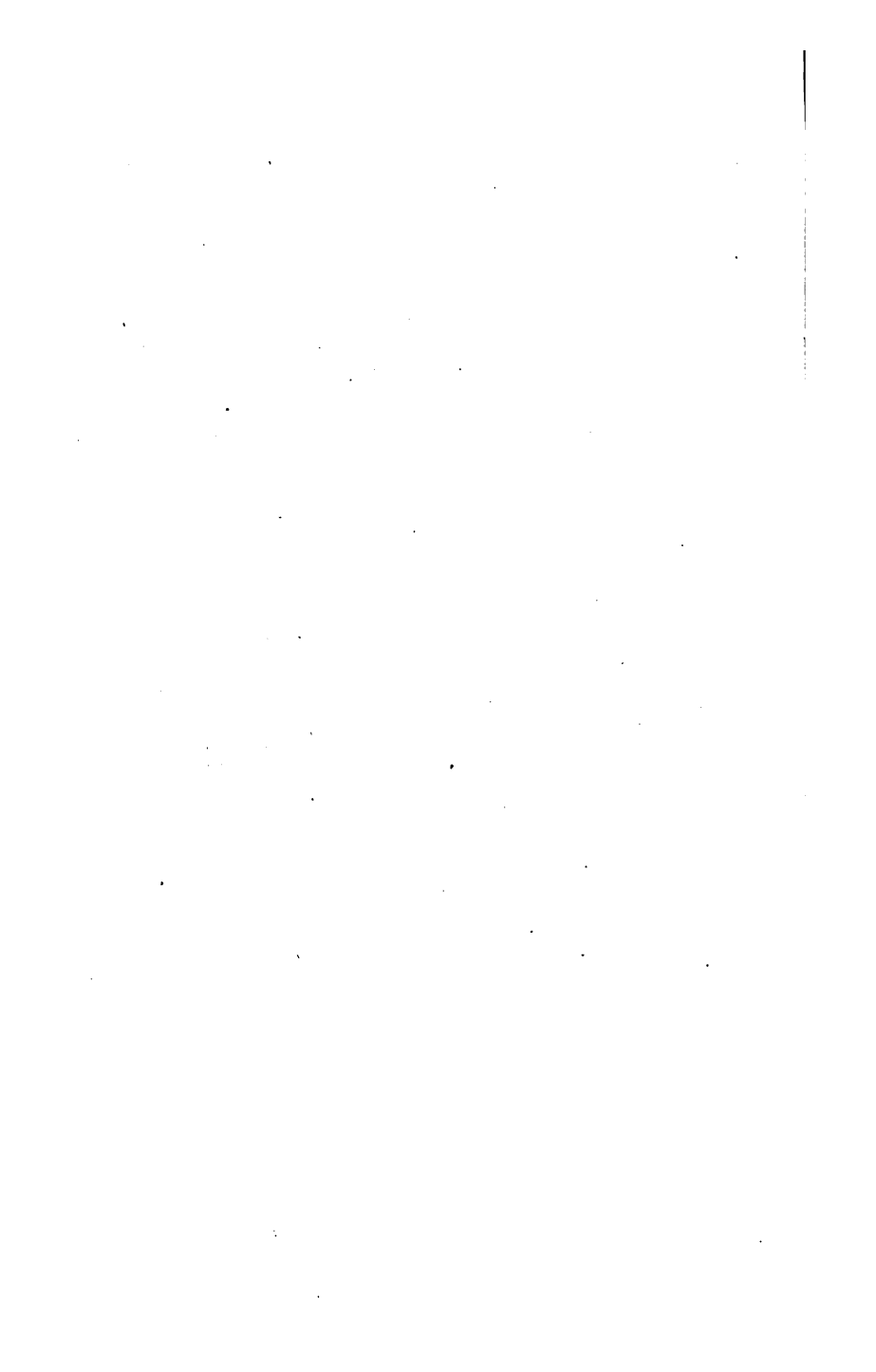
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Wheale's Series

READING BOOKS

ADAPTED TO THE REQUIREMENTS OF THE REVISED CODE

EDITED BY THE REV. A. R. GRANT

RECTOR OF HITCHAM, AND HONORARY CANON OF ELY; FORMERLY
H.M. INSPECTOR OF SCHOOLS

FIRST STANDARD

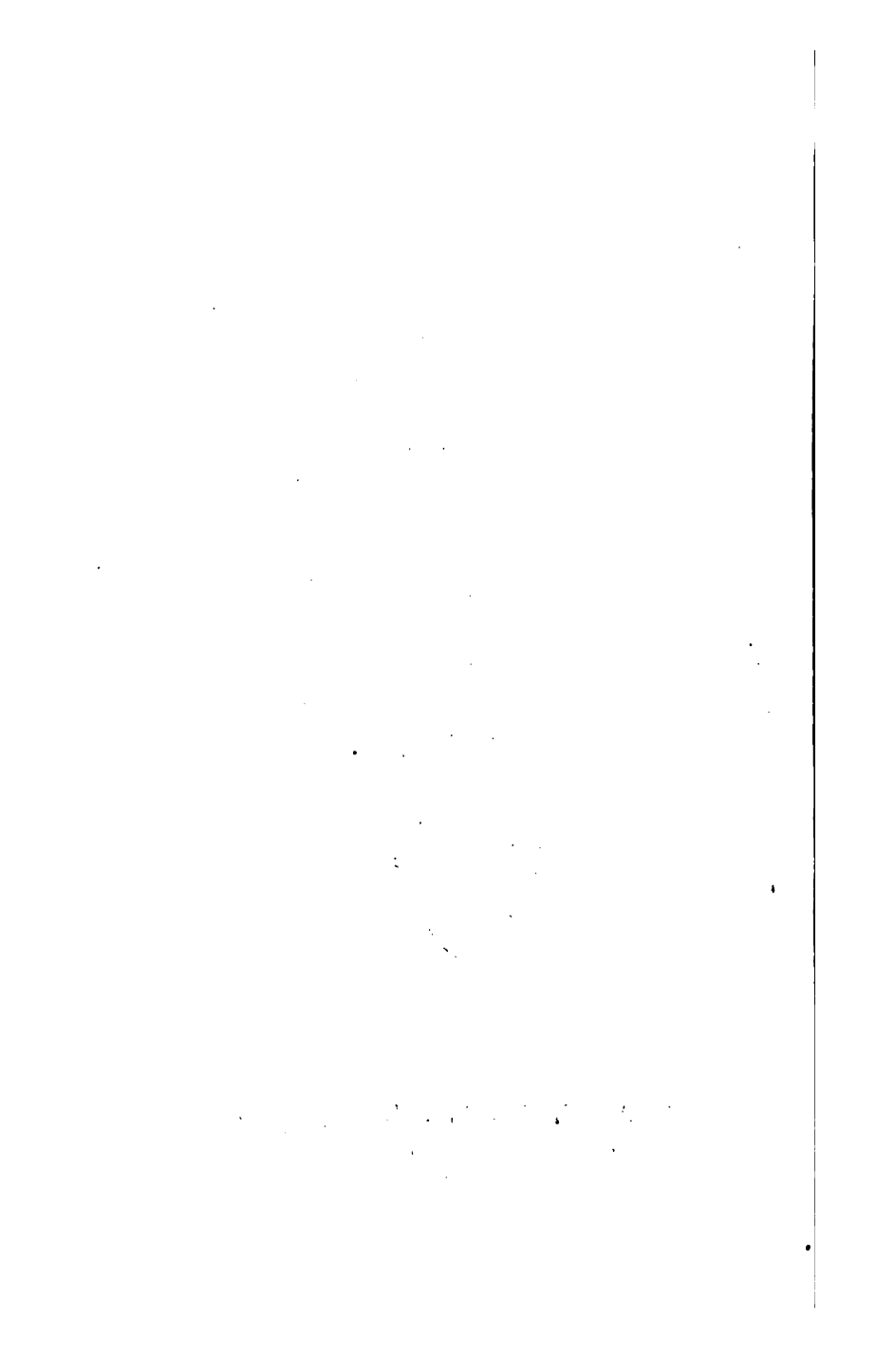


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PREFACE.

THE problem which a Standard Reading Book proposes to solve, is not so easy as may appear at first sight. Every one will allow that teaching to read is something more than teaching the mechanical art of putting sounds to given combinations of letters. I think most of those who have given attention to the subject will agree, that it includes also such an unfolding of the intellectual powers, and furnishing the mind with knowledge, as that the mechanical art may be practised with intelligence, and not only with intelligence, but with sufficient pleasure to ensure its being pursued from choice after the period of instruction is over.

The earlier Reading Books which came under my notice as a School Inspector, committed, in my opinion, the mistake of giving too much importance to one of the objects above mentioned, viz., the communication of knowledge.

They crammed the young mind with more food than it could digest, and of a kind unsuited to its powers. Instead of knowledge therefore, they too often only communicated a nearly incurable aversion to reading. The next Books went into the opposite extreme, and provided nothing but amusement in the earlier standards, from which there was an abrupt step in the higher standards to selections from works on history, biography, and the like. This I consider was also a mistake, on account of the absence of intellectual training, which cannot be spared out of the labouring child's short time of schooling, however unobjectionable or even useful a part merely amusing reading may sustain in the education of those classes which are not stinted for time.

I think that both kinds of Reading Book have missed

the real essential, which is, that while the end of instruction is steadily kept in view, the ideas as well as the language should be adapted to the age of the children to be taught.

The higher classes of society are abundantly supplied with books which at least fulfil this condition, while children of the lower classes, who are necessarily much more backward in intellectual development, are set down to read detached passages out of Standard Authors. The reading lessons which we want, are compositions written expressly for the purpose,—suited to children without being childish, sensible without being dull, giving elementary knowledge in a form fitted to excite interest and curiosity; introducing common-sense reasoning on the ordinary matters of life; associating knowledge with every-day business, instead of leaving it in the cloudland, where it rests with most children—apart from interest or pleasure—and ever, whether expressly or by implication, bringing to bear on the heart and conduct, the great principles made known to us by Divine Revelation.

This description appears to me to apply to the following lessons. These are the ends the authors have had in view; and they have had opportunities possessed by very few people of gaining an intimate knowledge of the character and capacities of those for whom they write.

My part in the work has been limited to revision and suggestions, unless I may add a very cordial approval of its publication,—which, perhaps, from my official experience, has been taken for more than it is worth, but which I hope to see ratified by those who are carrying on the deeply important work of primary education.

A. B. G.

INTRODUCTORY NOTE TO FIRST STANDARD.

It has been observed that little children learn to read verse much more rapidly than prose. In this book an attempt is made to educate their ears as well as their eyes, by teaching them words that rhyme.

Instead of the usual Alphabet it has been found better to give them only the small letters at first, and the consonants in connection with the vowels.

No word is introduced with which young children are not familiar; and some dialogues are added, in the hope that they may learn to read them in a more spirited and intelligent manner than is common in schools where the books contain narratives only.

The Revised Code requires monosyllables only in the First Standard; but many words of two syllables are so easy that they have occasionally been introduced.

The first line of the first lesson should be read to the children by the teacher. Then the whole class should pronounce it after him simultaneously three or four times. After this each child should read one word singly. Very little children should not read more than fifteen minutes at a time, but they ought to have four such lessons every day.

It is recommended that the children should learn to read Lessons 1 and 2, first straight down, and then from left to right.

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FIRST STANDARD.

LESSON 1.

ba	be	bi	bo	bu	by
da	de	di	do	du	dy
fa	fe	fi	fo	fu	fy
ga	ge	gi	go	gu	gy
ha	he	hi	ho	hu	hy
ja	je	ji	jo	ju	jy
ka	ke	ki	ko	ku	ky
la	le	li	lo	lu	ly

LESSON 2.

ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny
pa	pe	pi	po	pu	py
ra	re	ri	ro	ru	y
sa	se	si	so	su	sy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy
za	ze	zi	zo	zu	zy
wa	we	wi	wo	wu	wy

LESSON 3.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk
al	el	il	ol	ul

LESSON 4.

am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut
ax	ex	ix	ox	ux

LESSON 5.

go as I go. do as we do. go up to it. is it so? no, it is on it. do we go? is it he? I am to go in. is it up? he is up to it. it is my ox. go on to it. do it as I do. he is on it. I am to go up. is it an ox? go by me. am I to go on? or is he? he is to do it if we go on. he is to go in if we do. am I to go on? I am in. he is to go if we do. he is in. so am I. is it I or we? we go up to an ox. no, he is to go on it.

LESSON 6.

rat bat cat fat hat mat pat
sat tat

the cat is so fat we can pat it. it sat on the mat. the pan is on a mat. the bat is for us. the cat sat on my hat. the ox is fat, we can pat it. we ran to the fat rat. tom gave dan tit for tat. pat the fat ox. the cat ran

at the rat. the bat is for me. the cat
sat on a mat. the man got the pan.
the cat eat the rat.

LESSON 7.

can dan fan man nan pan ran
tan

I can go to the cat. dan can do as
I do. nan is on it. the ox ran at us.
is it a fan? no, it is not my fan. I ran
to dan. go on and see dan. the bat
can be for me. the tan is not so bad.
the pan is for the cat. nan will go if
we go. dan is not to go. go on to the
man. dan has got the fan. how he
ran!

LESSON 8.

bla ble bli blo blu bly
dra dre dri dro dru dry
fla fle fli flo flu fly
tha the thi tho thu thy
tra tre tri tro tru try

LESSON 9.

the cat is dry. do not let the cat run to the fly. no, he is dry, he is not to go. try the bat, and see if it is so. I can put the pan on the mat. my hat is so hot. the rat ran to the pan. fan me, I am so hot. try to get the bat. I am so fat I can-not run, can you? I can fly. I am so dry.

LESSON 10.

bad dad had lad mad sad pad

it is a bad can. I can-not see the mad ox. we can go, as we had a bat. it was sad that we had a bad bat. the cat is mad. the lad has the bat. it is a sad hat. dan has his hat, and so has tom. we had a pan and a bat. you see dad on the hill.

LESSON 11.

bed fed led ned red ted wed

it is a bad bed. we fed the cat and the rat. it led us up to the mat. ned has the bat. ann has the cat. go to the lad. he can go to bed. ann's hat is red. my lad can go for ned. it is the fat cat that is fed on the bed. ted has fed the rat. do not go to the fly. let it fly up to the sky. the sky is red.

LESSON 12.

dog bog fog hog log

the dog is a bad dog. the fog is bad. the hog is mad, and so is the dog. we are in a bog. you are in bed. is the hog fat? no, the hog is not fat, but the cat is fat. the rat can fly at the cat. the hog can be fed by us. we had to get out of a sad bog on to the log, it led us in-to the fog.

LESSON 13.

bar car jar far are tar

it is too far for the dog. no, it is not too far. the jar is for ann and me. the bar is for the fat hog, and the dog. are we to go, or are we not? it is too hot to go so far. the bar is red. we are so far, we are to go on. no, we are not to go up. the sky is so red. it is hot on the car, do not get in-to it. it is a jar of tea for you.

LESSON 14.

a man fed the cat, and the boy fed the dog. the cat eat the rat, but the boy eat nuts. the boy was in his bed. the cat ran to the boy, but she did not run to the rat. the sun was red, and the cat sat in the sun. the boy had a bun and a bat. he was not a bad boy. the dog can beg for a bun. my leg is bad, it is red. put my hat on the peg.

LESSON 15.

get the big pig to run, he may eat a nut. pigs are so fat. dogs are mad. the hat is on the peg. a man had a mad ox, he ran at him, but the man bid his dog to fly at the ox; the rat ran to the box, and in the box was a bun, and two nuts. cats do fly at rats. beds are hot. ned had two hats on two pegs. my hats are all bad. dan's legs are big.

LESSON 16.

buns are not for rats and cats, but for boys. two dogs did run at the fox. do not sit in the wet, if you do, it is bad for you. can you go out, and get a jar of nuts for me? no, I can-not get nuts for you, but I can get you a dog, and a cat, and a bat; the hen can lay eggs, and you may have one egg. run to the hen, it may be fed now, it is fun for you to feed it.

LESSON 17.

dan has six pans full of eggs. do not go in the ruts, they are so full of mud. he cut six logs. he is a bad boy, for he did go in the mud. did you nod at me? no, I did nod at dan, he is not to go to bed yet. I had a tub full of hay, and I put the eggs in it. I had one jug and two mugs of ale. the red mug is his. yes, you may put the cows in the hay, but not the cats.

LESSON 18.

the cow may eat the hay, and so may the ox. put the box in a bag, and do not let any one see you do it. the old cow may go to the hay. we pay the men who cut it. you are to do as you are bid, and you are not to eat the jam, it is not for you. it is for ann and tom. do you see the bee? it is in the hay. it can buzz so in the hot sun. it has legs, and it can fly.

LESSON 19.

no, I do not see the bee, nor the fly, nor the cow, nor the rat, nor the dog, nor the cat, nor the hen. but the bee can buzz, the fly can fly up, the cow can eat grass, the rat can eat nuts, the dog can run, the cat can run, the hen can lay eggs. let the fly buzz on the hill, it is so hot. the bee is in the hay, and the fly is in the air ; the cow is in the bog, and the rat is in the box.

LESSON 20.

to-day is so hot we may sit out on the hay. you can-not get wet. you have got a bat, and ann has a box. the bat is new, and it is ned's ; the ball is red, and it is ann's. he has a toy, and he is not a bad boy. sam is ill and can-not go out to-day. he can-not go out till he is well, nor can he go up the hill to see ann, and dan, and tom. I got an egg to-day, and I eat it hot.

LESSON 21.

I cut the bun; one bit for you and one for me. if you sit out in the hot sun you will be ill; if you go in you may eat ten nuts. her mugs are bad, but as you are so hot you may go in and get a jug of ale. the eggs are all bad to-day, you can-not fry any in the pan. did the cab-man go to you. dip the jug in the ale. can you hop on one leg? I can-not cut up the rag to put on my leg. the cab is a bad one. get the jugs and the mugs.

LESSON 22.

he had a gun and a rod. fix the pegs for the hats, and put the pigs in the sty. the pig runs zig-zag. has the pan got a lid? if it has, you may fry the eggs. the box has a lid, but the pan has not. put a pin in-to my cap. the ham is hot, and it is fit to eat. the cat got at the ham and eat it.

the rat got at the jam and eat ten pots. the lad got six balls for me and two balls for ann.

LESSON 23.

ann got her din-ner out in the hay to-day. the dog runs at the cow, and the rat runs at the cat. the boy ran in the mud. may I go out for a bit of fun? yes, you may, but tom can-not till his leg is well. you hug the cat so it will not go to you. the hut is too wet for you to go in-to it now. beg the man to let us run. do not tug so at my cap. do not kill the ten rats that are now in the hut. the cab was at the top of the hill. go zig-zag.

LESSON 24.

Ann Got Her Dinner Out In The Hay To-day. The Dog Runs At The Cow, And The Rat Runs At The Cat. The Boy Ran In The Mud. May I Go

Out For A Bit Of Fun? Yes, You May, But Tom Cannot Till His Leg Is Well. You Hug The Cat So It Will Not Go To You. The Hut Is Too Wet For You To Go Into It Now. Beg The Man To Let Us Run. Do Not Tug So At My Cap. Do Not Kill The Ten Rats That Are Now In The Hut. The Cab Was At The Top Of The Hill. Go Zig-Zag.

LESSON 25.

Tom has a new Top. Do you see it? He spins it. It is fun for him to get a new Toy. I go to fill my Pan to the Well at the top of the Hill. Tell Ann to go to bed, or she will be ill—you may go to the Mill to-day to see the fox run, but it is hot and wet for you to go so far. The Cab is a bad one, do not get in-to it. He is one of a bad lot. We may not go out in the fog.

LESSON 26.

**Bark Dark Hark Mark Lark
Park**

The dog barks if the cow is in the hay, but it is so dark I cannot see her. Hark! do you not hear the dog bark? The Lark sings when we go in the Park. Mark that stick for me. The Lark can fly up in the sky. Do not let the dog bark so. Mark the way I go and go by the same way up the Hill, as it is dark.

LESSON 27.

**All Ball Call Fall Hall Pall
Tall Wall**

All you can do is to try to get the Ball before it falls. Call me if you can-not. Mind you do not fall in the Hall, for if you were to fall from the Wall, you will cry. You are too tall, to mind go-ing in the dark to see for

your ball, which went over the wall. Did you see the new Pall. I will let you have six nuts and ten eggs. Call Ann to come to me.

LESSON 28.

And Brand Hand Land Sand

And now tie that band on to your hand. This Land has a great deal of sand on it; but it is not bad land. Will you go out to hear the Band? Is your hand well? if not, you will cry when I put the band on it. Do not let the sand get to your hand, or it will make it worse. The red band is for Kate, not for Ann. Do not fall.

LESSON 29.

Wind Bind Find Kind Mind Rind

You can-not find the band in the dark, nor wind it on your leg. You

have cut your fin-ger, let me bind it up for you, and mind you do not do it a-gain, or you may not find me as kind to you as I am now. Do not eat the rind of the pear, let the pigs have it. Wind this silk for me, if you will be so kind. I can-not find the band. Where have you put it?

LESSON 30.

**Bore Sore Four More Roar
Wore Tore Fore**

What a bore you are to-day, do try not to talk so fast. You tore your hat when you had had it on only four times, and I can-not bind it up for you as I did be-fore. You may roar, but I will not let you have it a-ny more. You wore it till it was not fit for you to put on. You are sore still, as you will not let me bind up your leg any more. Four of you had the ball be-fore.

LESSON 31.

Bide Hide Ride Tide Wide
Side

Do bide where you are till the sun has set ; you will not be too hot, and then you can ride up the side of the hill and see how wide the park is. The tide will be low, and you can go by the sea-side, and find some crabs that try to hide in the sand. The tide comes up at six to-day, and you may wind round the hill. Hide me, for that man wants to beat me.

 LESSON 32.

should would could stood good
hood

Would you be so kind as to try to fly my kite, for should you not do so I can-not do it by my-self. I would not stay till the tide came up, and the land could not be seen. I put on my hood as fast as I could, lest the sun

should be too hot ; it would be much too hot if I had no hood on. The wind was high, and I could not keep my hat on. I tri-ed to hide in a tree.

LESSON 33.

Bread said tread head dead

I could eat some bread if I could get it. I stood still till his head was to be seen. We eat bread as we went on. The birds could not have been dead long, he said. You tread up-on the car-pet, and you should not do so with dir-ty shoes. I said that I would not do it a-gain. Do hear what he says he could do. My head aches if I go out in the sun ; then do not do it, you will be dead soon if you do.

LESSON 34.

Pick Rick Sick Wick Dick
Kick Nick Quick Tick Lick

Come quick, I am so sick, and call

Ann. Do you hear the clock tick, and do you see that the wick of the lamp is gone out? Dick should come to see me now I am so sick; he would not kick me now. He would pick up some nuts for me. Look at that hay-rick. The dog will lick your hand. Do not kick the dog. Dick is go-ing to pick up some nuts.

LESSON 85.

Bow Cow How Now Row Sow Vow

Now let me see you make a nice bow be-fore you go to bed. Did you drive the Sow to its sty? I made a Vow you should not go out till you had sent the Cow a-way, and now I will keep it. Do not make a row about it, if you do, I vow you shall be sent to bed now. Dan can shoot with a gun now he is a great tall boy, but you can-not, you are too small.

LESSON 86.

**Ink sink drink pink wink link
think**

Now do not drop the ink. Do not drink the ale in the mug. Jane has got a pink hat, and Ann gave a wink with her eye, when she saw she had put on her new hat. You have a chain with a good strong link to it; do you think that it will last? You should not drink so fast, e-ven if you should be dry. How this ink sinks into the pa-per. I think it is bad ink.

LESSON 87.

**Mane Pane Train Cane Strain
Rain Vain**

Do not be so vain of your pink hat. Do not break the pane of glass; if you do, you will have to pay for it. That bad boy got the cane, for he hit the cow, and the cow has got a strain

from it, and is lame from it. How it does rain, and how wet the mane of the horse is. Do strain the milk as you are told. Call the cow up to the barn before the rain. The Train is late to-day.

LESSON 88.

**Know Knife Knock Knee Kneel
Knave Knead Knit Knot Knob**

I know now that you knock your knife a-against that knob. Have you the knack of knit-ting, or do you get your thread into a knot. I have a stick with a knob on it, that would hurt your knee if I knock-ed you with it. Kneel down on your knees when you pray. That boy will be a knave when he grows up, if he does not leave off knock-ing e-very bo-dy with his stick. Knead the bread quick, we want it.

LESSON 39.

Lock-ing Stock-ing Shock-ing Mock-ing Dock-ing Rock-ing

It is quite shock-ing to me to see you dock-ing your dog's ears. Put on your stock-ing, it is shocking to see you go with-out, when I have knit so ma-ny for you. It is no good for you to be mock-ing your mas-ter, when he tells you he will have no dock-ing of the horses' tails; it will end in his lock-ing you up. Do not say you can-not bear rock-ing the ba-by, if you are a good girl you will like to do it.

 LESSON 40.

Wrap wring wren wreath
wrench write wretch wrangle
wrath wright wrinkle written
wrong wry

Mind you wrap your-self well up; do not wran-gle any more about it, or I

shall show my wrath a-against you.
 What a wretch that man was to sprain
 your knee so ; I do not won-der that
 you made a wry face. There are the
 Ro-bin and the Wren sing-ing ; they do
 not wran-gle like you. I am not a good
 wri-ter, you see I have writ-ten this all
 wrong. Do not wrench that wreath
 off the wall, you will hurt your wrist.

LESSON 41.

Batch latch match catch hatch
 patch

I never bak-ed a better batch of bread
 than this one.

There is some one try-ing to o-pen the
 latch.

Give me the match, I can make it
 burn.

You can-not catch the kit-ten though
 you try.

When will those eggs be hatch-ed ?
 Put a patch on this frock, it will last a
 lit-tle lon-ger if you do.

LESSON 42.

Jump hump pump rump stump
 lump

Jump as high as you can, but not so
 as to fall and break your back, or you
 will have a hump. It is hard work to
 pump up the wa-ter. Buy a rump
 steak for our din-ner. The stump of
 that tree I can-not dig up. What a
 lump of bread I did eat. I jump when
 I try to pump, and I get on the stump
 of a tree, to reach the han-dle.

LESSON 43.

Phy-sic phi-al Phil-ip phea-sant
 pro-phet phlegm

Come now and take your phy-sic
 like a good boy. The phi-al that holds

it is a very small one; and when you cough it will make the phlegm more loose.

Phil-ip has been out to try to catch a phea-sant, but he could not. I told him that he would not be a-ble to shoot the phea-sant and I have been a true pro-phet. Wash that phi-al clean, for I want to get some fresh phy-sic. That phea-sant is a very good one.

LESSON 44.

Taught caught sought wrought
fought bought naught ought

You would not be taught that you must take your phy-sic as you ought, now I have caught you, and shall make you drink all that is in the phi-al.

I sought you every where, but you fought your own way up the hill, but when you got there you found it was all for naught. That po-ker is of

wrought i-ron and was bought at a good shop. That bad boy wrought a great deal of mis-chief, and he ought to be told what harm he has done; he was caught in try-ing to kill a pheasant, when he knew he ought not to have done it.

LESSON 45.

It is a sin to steal a pin,
Much more to steal a great-er thing.
I will not try to catch a fly,
It is an act of cru-el-ty.
Nor will I tread upon a bee,
For he can feel as well as we.
I will not fear the cows to pass;
They do no harm, but eat the grass.
They give us milk and but-ter too—
Without the cows what should we do?
I will not pelt the ducks and geese,
But let them swim about in peace;
Nor send the dogs a-mong the sheep
While qui-et-ly they feed and sleep.

To speak the truth I'll always try,
I will not dare to tell a lie.
Nor will I say an un-kind word,
And ne-ver shall a tale be heard.
I must not fight, nor try to bite,
Be-cause I know it is not right.
When I am call-ed I will obey,
Nor will I cry to leave my play.
I'll learn my hymn and say it well,
And work, and write, and read, and
spell.

DIALOGUE 1.

A QUARREL.

Will Hopkins. Oh, mo-ther, Tom Smith has knock-ed me down, and made my knees bleed. Look!

Mother. Poor child, he has, in-deed; let me wash them. But how came he to do it? I hope he did not mean it.

Will. Yes, he did; he was ve-ry an-gry, and said he would pay me out.

Mother. You must have done some-thing to make him an-gry. What was it?

Will. I did not touch him.

Mother. Well, then, I shall go into Mrs. Smith's, and ask what made him do it. Oh, there he goes by the win-dow. Tom, come here. I want you. What made you be-have so to my Will, and throw him down?

Tom. Be-cause he call-ed me names; he said I was a guy, and I said if he

call-ed me names any more, I would pay him for it; and he did, and so I gave him a push, but I did not mean to hurt him.

Mother. What tire-some boys you are, that you can-not go to school and back with-out fighting. Why did you call Tom a guy, Will? what did you mean by it?

Will. He has such an old coat, and then he rub-bed out my sum at school, and I had to do it a-gain.

Mother. I must try some way to hin-der all this. One of you must go to school half an hour be-fore the time, and the o-ther be kept half an hour af-ter it is o-ver, to teach you to be-have bet-ter, as you can-not go the same road with-out quar-rel-ling.

DIALOGUE 2.

THE BURNT BABY.

Lotty. Oh, mo-ther ! ba-by has burnt his dear lit-tle hand so, and he screams so. What can we do ?

Mother. Let me see it. Oh, we must hold it in cold wa-ter first. There ! he will not feel so much pain now. How e-ver came you to let him burn him-self ?

Lotty. I was not look-ing, and had put him off my lap, and all of a sud-den I heard a loud cry, and he had turn-ed the tea-pot o-ver his hand.

Mother. It is a mer-cy that it was not down his throat. He would have been dead now, if wa-ter as hot as that had been drunk by him. But, Lotty, how came you not to see what he was a-bout ? Had any-body come in to see you, or had you gone out ?

Lotty. Mo-ther, I am a-fraid you will be so an-gry, but Punch came by.

You had told me I must not take ba-by out of doors, and so I did not dare ; but I did so want to see Punch and Ju-dy, and I thought ba-by would be safe for those few mi-nutes.

Mother. You have told me the truth, my dear child, and so I will not scold more ; on-ly do not for-get that the death of the poor ba-by might have lain at your door ; and pray, ne-ver let any-thing make you so care-less a-gain. Now we must put some cot-ton wool round his hand ; but I fear there will al-ways be a mark, and when you look at it, you will think whose fault it was that he was burnt, poor child.

DIALOGUE 8.

THE NEW HAT.'

Jane. Mo-ther, you said you would buy me a new hat to-day for Sunday.

Mother. Yes, my dear ; there is one

and six-pence on the shelf, that father gave me for it.

Jane. Mother, you will not be cross with me, will you, if I ask you something?

Mother. No, my dear; tell me what it is.

Jane. I should so like to have a rose in my hat, or at any rate, some green leaves like Bell Tay-lor's, and six-pence more I think would get it.

Mother. But I have not the six-pence; and if I had, tell me, Jane, do not you think I might spend it in some-thing we want more?

Jane. But Bell Tay-lor does look so nice in her hat.

Mother. It is quite new; but though the hat will last a long time, the rose or corn will not, and when it gets wet in the rain, or spoilt with the dust, she will not have six-pence for new ones, and then how bad she will look.

Jane. I do so wish I could al-ways dress nice.

Mother. Not on-ly do I wish it al-so, but you *are* dress-ed nicely ; clean frocks, good boots, neat hair, and a plain straw hat make any child look nice. To be fine is not to look nice.

Jane. Well, you know best, mo-ther, so I will not say a-ny more, but let us go and buy the hat. I dare say I shall like it.

DIALOGUE 4.

LATE AT SCHOOL.

Kate. Are you on your way to school, Ma-ry ?

Mary. By-and-bye ; I shall go first for a walk.

Kate. Will you not be late ?

Mary. Oh ! who cares ? I am of-ten late.

Kate. Does your mo-ther know ?

Mary. I can-not tell. She does not ask.

Kate. My mo-ther would soon find out, and she would send me to bed when I got home, if she knew I had not gone straight to school.

Mary. I should hate that ; but I do not see any good in so much school.

Kate. I do not know a-bout that. My mo-ther wants me to make haste to learn to read, and write, and spell, and do sums ; and if I am late in school I shall not learn much.

Mary. Do they keep you in at your school if you are late ?

Kate. I dare say they would, but I am not late. I dare not be, nor would you if you had such a mo-ther as mine. When Tom went with some boys to fish, and so was late, mo-ther told our mis-tress to give him a bit of dry bread, and not let him go home at all for dinner, and he has ne-ver been late since.

Mary. Well, you all do get on, I must say, and I hear you are all to go to the treat. I fear I am not, but I think I will try to do bet-ter, and per-haps then they may let me.

Kate. Do; it is much nic-er to keep to rules, and to be call-ed a good girl, than to be found fault with all day long.

DIALOGUE 5.

THE IDLE BOY.

Mother. Tom, come out of the rain; you will be wet through.

Tom. But I want to stay out to have a game of tip-cat with John Wil-lis.

Mother. I can-not have you get wet and catch a bad cold.

Tom. I do not mind the rain a bit, I like it.

Mother. Be-cause you have not sense to know how to take care of your-self. But if you are ill I shall have to nurse

you, and your fa-ther will have to pay the doc-tor's bill ; be-sides, you should do as you are told.

Tom. What a bore ! John Wil-lis is let out to play in the rain ; why may not I ?

Mother. Per-haps be-cause he has no mo-ther to take care of him, and if he falls ill, there will be no-bo-dy to nurse him.

Tom. I have no-thing to do in-doors. It is so dull.

Mother. Come here then, and help me to pare the po-ta-toes for din-ner.

Tom. I do not know how.

Mother. Well then clean the knives, and fetch a pail of wa-ter for me.

Tom. Oh, how I wish it would not rain. I do so hate be-ing in-doors.

Mother. Now, Tom, do not make me fear you are go-ing to be a bad boy. Think how hard fa-ther and I work for you, and yet you do not like to do the least thing for us.

DIALOGUE 6.

LOOKING AT THE WINDOW.

Mistress. Ma-ry Best, look at your book; you will ne-ver learn to read if you keep star-ing out of the win-dow.

Mary. Please, ma'am, Sarah Jones ask-ed me if I saw a bee buzz-ing on the win-dow.

Mistress. What do you come to school for, Ma-ry? Tell me that.

Mary. To learn to read, and write, and sum.

Mistress. There is some-thing else that I hope you will learn. What is it?

Mary. Don't know.

Mistress. Then I will tell you. You will, I hope, learn to do what you are told. School is not of much use un-less you learn to be o-be-dient. That is a ve-ry long word, but I think you know what it is to o-bey. What is obey-ing your pa-rents?

Mary. Do-ing what fa-ther and mo-ther tells us.

Mistress. Why should you do as they, and as I, tell you?

Mary. Be-cause you know best.

Mistress. Yes, we do know best, be-cause we are ol-der, and there-fore wis-er, than you can be. If you let your lit-tle ba-by bro-ther do just as he lik-ed, what would be-come of him?

Mary. Oh, he would be kill-ed, he would set him-self on fire, or fall in-to the well, or cut him-self with a knife. We are ve-ry care-ful of him when mo-ther trusts him to Jane and me.

Mistress. And I am ve-ry care-ful of you and Jane. You would learn no-thing, and grow i-dle, use-less girls, if I did not make you mind me. Now we will go on, and don't look up from your book a-gain.

DIALOGUE 7.

THROWING STONES.

Master. What is the rea-son Jim Banes is not at school to-day ?

Frank Smith. Please, sir, he is gone to pri-son, or at least to the lock-up house, be-cause he threw a stone at a train.

Master. And he is right-ly serv-ed too. I do wish you boys would not throw stones as you do. What is the good of it ? I think I saw you, Frank, throw-ing stones as I came to-day by the long pond.

Frank. Please, sir, I was on-ly do-ing it to make the ducks and geese swim quick.

Master. How should you like to have stones thrown at you to make you run quick ? The poor ducks and geese mind it just as much as you do.

Frank. I did not think of that, sir.

Master. That is just it, you do not think. I know a la-dy who was in a train in France, and some boy that did not think threw a stone at her, which cut her eye, and she has been blind of that eye e-ver since, and was ill for a long time af-ter it was done. Do try to leave off throw-ing stones ; play at ball as much as you like, that will hurt no one, but hard sharp things, such as stones, may kill a-ny one, all be-cause you do not think. Cats and dogs may do harm be-cause they can-not think, but you can, and if you do not, you ought to be made to think, that you may not hurt o-ther peo-ple.

DIALOGUE 8.

THE RAGGED FROCK.

Mother. My dear child, how your frock is torn ? Why do you not mend it be-fore you go out ?

Alice. Oh, it is so hard to mend anything, I had much rather make new.

Mother. I dare say, but how are you to get new? It is of much more use to mend the old; and look at your boots.

Alice. I broke the laces, and I cannot find the bits.

Mother. It is too bad of you, Alice; you ought soon to get a place, but whoever will take a girl in rags like you?

Alice. Oh, I will mend up my things if I go after a place; but till then, mother, do not tease me so.

Mother. That is not the right way to speak to me, Alice, and I will not let you do it. It ought not to tease you, when your mother wishes to make you a neat girl, that she should tell you to mend your frock and lace up your boots.

Alice. Oh, I did not mean any harm, there are a many girls worse than me. Pat-ty Fell has not a hat or a shawl, and on-ly rags for clothes.

Mother. Poor Pat-ty has no mo-ther, and will soon go, I fear, to the work-house. They will make her neat and clean there ; but you have a good home and a good fa-ther to work for you, and need not go a-bout in rags and dirt, and what is more, you shall not. There now, you shall have no-thing to eat to-day till you have made your frock fit to be seen, and have found your boot-laces.

DIALOGUE 9.

TOM AND THE FLIES.

Ann. Do not try to kill that poor fly, Tom.

Tom. I do not hurt it ; I do not want to kill it.

Ann. You will pull its legs off, if you try to catch it so.

Tom. I only want to look at it, and to hear it buzz.

Ann. But you do hurt it ; you can-

not hold it so with-out giv-ing it pain.

Tom. If I like to play with flies, what is that to you ?

Ann. Do not speak to me in that way, it is very rude.

Tom. Then why are you so cross to me ? I shall tell of you when mo-ther comes home.

Ann. If you tell tales, she will not like that.

Tom. Then leave me a-lone, I am not do-ing any harm, and you are not set over me.

Ann. Now I do not want to go on all day like this ; if you go on teaz-ing those poor flies, I shall tell of you, and you know I ought. What is the use of what you learn at school, about

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To kill a fly ;
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Of cru-el-ty,”

Mary. I can-not tell. She does not ask.

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Sophy. Yes, she did put him to bed ; but she said I was to watch him, and if he were to cry to take him up.

Mistress. And did he cry ? now tell me the truth.

Sophy. No he did not ; but still I had to watch him.

Mistress. And why could you not learn your ta-bles while you were mind-ing him if he was a-sleep ?

Sophy. They are so hard, I can-not learn them.

Mistress. And is that the rea-son, or is it that you do not try ?

Sophy. But I do not see the use.

Mistress. Do you think you shall ne-ver have to pay a bill ?

Sophy. Oh, yes ; I dare say I shall have to do that.

Mistress. And how can you tell that it is right if you do not know how many pence will make a shil-ling ? You can-not add it up.

Sophy. I should like to be a-ble to

do bills, and I will try to learn my ta-bles.

Mistress. Do, that is a good girl, and never make such fool-ish ex-cuses again.

DIALOGUE 18.

WILL AND THE BIRDS.

Ben. Where have you been, your coat is all green, and see how it is torn ?

Will. I have been up a tree, and just see what I have got.

Ben. I see you have got a nest with eggs in it ; how blue and pret-ty they look !

Will. And here I have three young birds, that I took out of a nest in the elm tree by the pond.

Ben. They are so young they will not live.

Will. Shall I kill them ?

Ben. Are you not sor-ry for the old

birds, when they come back to bring some food for the young ones, and find them gone?

Will. I did not think about the old ones. I am afraid the young ones will not live.

Ben. Live! No, that they will not. If a big wild man took your ba-by out of its warm bed to the woods, and fed it on nuts and berries, and left it out in the cold, you know it would not live; and those poor birds are just like it. They want their nest and their mother's warm wing to keep them warm, and the food she knows they like.

Will. I had rather put them back in their nest than that they should die; it is no fun to have them if they will not live.

Ben. That is a good boy, put them back, the old ones will be so glad.

DAN AND WILL.

Dan. Let us go and have a bit of fun, it is such a nice day, and we will take the dog.

Will. I will come when I have done work ; but I have my knives and shoes to clean.

Dan. Oh, that is dull work. I never care about the shoes and knives, if I want to go out for a lark.

Will. But will they give you your six-pence a week all the same ?

Dan. I do not know, but I do not much care.

Will. But will you not lose your place if you go on like that ?

Dan. And if I do — who cares ? not I.

Will. My money has got up to be al-most what will buy me a new coat.

Dan. All right, but my father must get me a new one when I want it. I do not see why I should work.

Will. Next thing per-haps your father will say he does not see why you should eat, if you might work, but will not. I know mine would say so.

Dan. I do not want you to preach to me, and as you will not come, I shall look for Ned Smith. I am sure to find him, for he never works, nor does he go to school either, but is all day in the street. He is the boy for me.

Will. Mind you do not get into a scrape with him, he is a bad boy.

DIALOGUE 15.

WILL AND HARRY.

Harry. What is this I hear about you and Dan? They say that the police got you both and shut you up last night?

Will. Well, some one said we had thrown some stones, and one of them broke some glass at Mr. Lucas's; they

caught Dan, and I do not know where he is.

Harry. But is it true that though you had thrown stones as well as Dan yet you laid it all on him? You said you saw the one he threw break the win-dow. Now a man I saw told me you did it—he was there.

Will. No—at least, I did not mean to go to do it ; if I did, it was be-cause Dan said to me, Let us see which of us can throw the far-thest, and he pitch-ed the stone right against the win-dow, and then I threw one.

Harry. Yes, you did throw one, and the one that broke the glass, though you laid it on Dan, and so the po-lice know by this time, and you will find you have to pay the fine or else go to pri-son.

Will. But we never meant any harm.

Harry. But you had been told not to go a-bout with such a boy as Dan. He

has lost his place, and you will have to be sent some-where, where you will be made to get your li-ving in-stead of play-ing all day with bad idle boys.

DIALOGUE 16.

THE FEAST.

June. We are to have our feast in two days, I am so glad.

Alice. So am I. Do you know where we are to go?

Jane. Yes, we are to go in two Vans to see some wild beasts, where I went last year.

Alice. What beasts did you see?

Jane. A great bear that can climb up a pole, and can eat a bun that is put on the end of a stick.

Alice. I think I shall like to see that bear; but may not we have any buns?

Jane. Yes, I dare say you may, but there are other things you will see

there. A li-on that does roar so, and makes such a noise, and would eat you up if you were to go into his den.

Alice. I do not think I shall like to look at him at all, I shall be in such a fright.

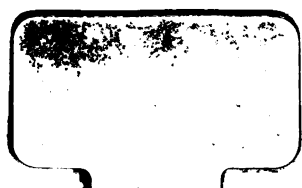
Jane. No, you will not; at least, you need not. There are good strong bars to his cage. You will see him fed with raw meat; but he never hurts the man who gives it to him, as he knows him.

Alice. I would not be that man if I could help it; I should fear that some day the li-on would change his mind and snap me up.

Jane. Not if you were al-ways kind to him, and never beat him, he would not hurt you.







WILLIAM

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